



**NC Public Schools  
READY for Success**

**The North Carolina Teacher  
Evaluation Process  
August 2, 2012**





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# Today's Presentation can be found at:

- <http://thismeeting.wikispaces.com/>

# What do you already know?



# 1. Training

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**Educators may use the North Carolina Educator Evaluation System without training.**

A. True

B. False

## 2. Orientation



Within \_\_\_\_\_ weeks of a teacher's first day of work, orientation on the N.C. Educator Evaluation System (NCEES) must be provided.

A. One

C. Three

B. Two

D. Four

# 3. Self Assessment

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**Teachers should complete  
a self-assessment:**

- A. Every year
- B. By themselves
- C. Within the online tool
- D. All of the Above

# 4. Pre- Observation Conference

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**Pre-Observation conferences are required:**

- A. Before the first formal observation
- B. Before all observations
- C. Only with beginning teachers
- D. Only if it is the teacher's renewal year

# 5. Observations

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## Formal observations must be:

- A. Completed by March 1<sup>st</sup>
- B. At least 20 minutes in length
- C. At least 45 minutes in length or class period
- D. Scheduled in advance with the beginning teacher



# 6. Post Observation Conference



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**Post-observation conferences  
must be held:**

- A. Within 10 school days of the observation
- B. After each formal observation
- C. All of the above

# 7. Summary Rating Form



**The summary ratings must be an average of the notations on a teacher's rubric from throughout the year.**

A. True

B. False

# 8. The PDP

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**Which resources contribute to the development of the PDP:**

- A. completed self assessment
- B. school data
- C. district initiatives
- D. All of the above

# 9. Probationary Teachers

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If a teacher is completing their third year, they must receive ratings of \_\_\_\_\_ or higher to be issued a SP2 license.

A. Developing

B. Proficient

C. Accomplished

# Teacher Evaluation Process



# Before Week 3 of School Year



## Component 2: Orientation

Within two weeks of teacher's first day, the principal will provide:

- A. The Rubric for Evaluating North Carolina Teachers;**
- B. Teacher Evaluation Policy ID Number: TCP-C-004**
- C. A schedule for completing evaluation process.**

## Component 1: Training

Before participating in the evaluation process, all teachers, principals and peer evaluators must complete training on the evaluation process.

# STEP 1: Training and Orientation

# Before First Formal Observation



## STEP 2:

### Self-Assessment, Goal Setting and Pre-Conference

#### Component 3: Teacher Self-Assessment

Using the Rubric , the teacher shall rate their performance and reflect on his or her performance throughout the year.

#### Component 4: Pre-Observation Conference

Before the first formal observation, the principal meets with the teacher to discuss: **self- assessment, professional growth plan** a written description of the **lesson(s)** to be observed.

Goal: To prepare principal for the observation.

# Within the 1<sup>st</sup> nine weeks



## STEP 3: Observation Cycle (Administrative and Peer)

### Component 5: Observations

A. Formal observation:

45 min. or entire class period

B. Probationary Teachers:

3 formal by principal and 1 formal by peer

C. Career Status Teachers: Evaluated annually.

During the renewal year: 3 total- 1 must be formal

Observations shall be noted using the Rubric.

### Component 6: Post-Observation Conference

The principal shall conduct a post-observation conference **no later than ten school days** after each formal observation.

Discuss and Document strengths and weaknesses on the **Rubric**



# Before the End of the School Year



## **Component 8: PD Plans**

**Individual Growth Plans**-“Proficient” or better  
**Monitored Growth Plans**-At least 1 “Developing”  
**Directed Growth Plans**-“not Demonstrated” or  
“Developing” rating for 2 sequential yrs.

## **STEP 4: Summary Evaluation and Goal Setting**

## **Component 7: Summary Evaluation Conference and Scoring the Teacher Summary Rating Form-**

- A.** Give rating for each Element in Rubric
- B.** Comment on “Not Demonstrated”
- C.** overall rating of each Standard
- D.** Provide teacher with opportunity to add comments to the Summary Rating Form
- E.** Review completed Teacher Summary Rating Form with teacher and
- F.** Secure the teacher’s signature on the Record of Teacher Evaluation Activities and Teacher Summary Rating Form.

# Teacher Evaluation Process

## Component 2: Orientation

Within two weeks of teacher's first day, the principal will provide:

- A. The Rubric for Evaluating North Carolina Teachers;
- B. Teacher Evaluation Policy ID Number: TCP-C-004 ; and
- C. A schedule for completing evaluation process.

## Component 1: Training

Before participating in the evaluation process, all teachers, principals and peer evaluators must complete training on the evaluation process.

## Component 8: PD Plans

*Individual Growth Plans*-"Proficient" or better  
*Monitored Growth Plans*-At least 1 "Developing"  
*Directed Growth Plans*-"not Demonstrated" or "Developing" rating for 2 sequential yrs.

## Component 7: Summary Evaluation Conference and

Scoring the Teacher Summary Rating Form-Prior to end of school Principal conducts summary evaluation conference with teacher to discuss components of the evaluation. At the conclusion:

- A. Give rating for each Element in Rubric
- B. Comment on "Not Demonstrated" C. overall rating of each Standard
- D. Provide teacher with opportunity to add comments to the Summary Rating Form
- E. Review completed Teacher Summary Rating Form with teacher and
- F. Secure the teacher's signature on the Record of Teacher Evaluation Activities and Teacher Summary Rating Form.

## Component 3: Teacher Self-Assessment

Using the Rubric , the teachers shall rate their performance and reflect on his or her performance throughout the year.

## Component 4: Pre-Observation Conference

Before the first formal observation, the principal meets with the teacher to discuss: self-assessment, professional growth plan a written description of the lesson(s) to be observed. Goal: To prepare principal for the observation.

## Component 5: Observations

- A. Formal observation: 45 min. or entire class period
  - B. Probationary Teachers: 3 formal by principal and 1 formal by peer
  - C. Career Status Teachers: Evaluated annually. During the renewal year: 3 total- 1 must be formal
- Observations shall be noted using the Rubric.

## Component 6: Post-Observation Conference

The principal shall conduct a post-observation conference no later than ten school days after each formal observation. Discuss and Document strengths and weaknesses on the Rubric.

**STEP 1:**  
Training and Orientation

**STEP 2:**  
Self-Assessment, Goal Setting and Pre-Conference

**STEP 4:**  
Summary Evaluation and Goal Setting

**STEP 3:**  
Observation Cycle (Administrative and Peer)

# Ratings for Standards 1-5



Distinguished

- **Consistently and significantly exceeded** basic competence

Accomplished

- **Exceeded** basic competence **most of the time**

Proficient

- Demonstrated **basic** competence

Developing

- Demonstrated adequate growth toward achieving standards, but **did not demonstrate basic** competence



## Distinguished

- **Consistently** and **significantly exceeded** basic competence



## Accomplished

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## Proficient

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## Developing

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<http://find-how.com/Cake-recipe.html>

# How do you see the standards?



Standard I:  
Teachers Demonstrate  
Leadership

Standard II:  
Teachers Establish a  
Respectful Environment  
for a Diverse Population  
of Students

Standard III:  
Teachers Know the  
Content They Teach

Standard IV:  
Teachers Facilitate  
Learning for Their  
Students

Standard V:  
Teachers Reflect on their  
Practice

Standard VI:  
Teachers Contribute to  
the Academic Success of  
Students

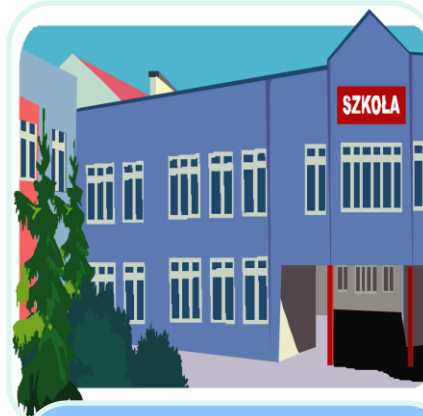
# Standard 1: Teachers Demonstrate Leadership

## 5 Elements



**Teachers  
lead in  
the  
classroom**

**Element 1**



**Teachers  
lead in  
the  
school**

**Element 2**



**Teachers  
lead in  
the  
profession**

**Element 3**

# Standard 1: (elements continued)



Teachers  
**advocate** for  
school and  
students

**Element 4**



Teachers  
demonstrate  
high **ethical**  
standards

**Element 5**



## Standard 2:

# Teachers Establish a Respectful Environment for a Diverse Population of Students



### 5 elements

- Teachers provide an environment with a positive, nurturing **relationship**
- Teachers **embrace diversity** in school and world
- Teachers treat students as **individuals**
- Teachers **adapt** their teaching for the benefit of students with special needs
- Teachers work **collaboratively with families**



# Standard 3: Teachers Know the Content they Teach



## 4 elements

- Teachers align their instruction with the NCSCS
- Teachers know the content appropriate to their teaching specialty
- Teachers recognize the interconnectedness of **content areas/ disciplines**
- Teachers make instruction relevant to students



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“Get over the idea that only children should spend their time in study. Be a student so long as you have something to learn, and this will mean all of your life.”

Henry L. Doherty

## ***Standard 4: Teachers facilitate learning for their students***

- a. Teachers **know** the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development their students.
- b. Teachers **plan** instruction appropriate for their students.
- c. Teachers **use a variety** of instructional methods.
- d. Teachers integrate and utilize **technology** in their instruction.
- e. Teachers help students develop **critical thinking and problem-solving skills**.
- f. Teachers help students work in **teams** and develop **leadership** qualities.
- g. Teachers **communicate** effectively.
- h. Teachers use a variety of methods to **assess** what each student has learned.

Developing

- Demonstrated adequate growth toward achieving standards, but did not demonstrate basic competence

## **Standard 4: Teachers facilitate learning for their students**

- a. Teachers **know** the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.
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Proficient

• Demonstrated basic competence

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- g. Teachers **communicate** effectively.
- h. Teachers use a variety of methods to **assess** what each student has learned.

Accomplished

- Exceeded basic competence most of the time



## **Standard 4: Teachers facilitate learning for their students**

- a. Teachers **know** the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.
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- g. Teachers **communicate** effectively.
- h. Teachers use a variety of methods to **assess** what each student has learned.

**Distinguished**

- Consistently and significantly exceeded basic competence



# Standard 5: Teachers Reflect on Their Practice



## 3 elements

- Teachers **analyze student learning**
- Teachers **link professional growth** to their professional goals
- Teachers **function effectively** in a complex, dynamic environment

# Standard 5:

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If the students are not getting it, what can I (the teacher) do differently?



# Example of How to Score the Rubric

## Standard I: Teachers demonstrate leadership

Observation	<b>a. Teachers lead in their classrooms.</b> Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21 <sup>st</sup> century. Teachers communicate this vision to their students. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process. They establish a safe, orderly environment, and create a culture that empowers students to collaborate and become lifelong learners.				
	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
✓	<input checked="" type="checkbox"/> Understands how they contribute to students graduating from high school.  <input checked="" type="checkbox"/> Uses data to understand the skills and abilities of students.	. . . and <input type="checkbox"/> Takes responsibility for the progress of students to ensure that they graduate from high school.  <input checked="" type="checkbox"/> Provides evidence of data driven instruction throughout all classroom activities.  <input checked="" type="checkbox"/> Establishes a safe and orderly classroom.	. . . and <input type="checkbox"/> Communicates to students the vision of being prepared for life in the 21 <sup>st</sup> century.  <input checked="" type="checkbox"/> Evaluates student progress using a variety of assessment data.  <input type="checkbox"/> Creates a classroom culture that empowers students to collaborate.	. . . and <input type="checkbox"/> Encourages students to take responsibility for their own learning.  <input type="checkbox"/> Uses classroom assessment data to inform program planning.  <input checked="" type="checkbox"/> Empowers and encourages students to create and maintain a safe and supportive school and community environment.	

# Teachers

1 Demonstrate Leadership	2 Establish Environment	3 Know Content	4 Facilitate Learning	5 Reflect on Practice	6 Contribute to Academic Success
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Standard 6  
are measures of

# Growth

# Teacher Ratings Categories



## Teachers



### 5 Rating Categories

Not Demonstrated  
Developing  
Proficient  
Accomplished  
Distinguished

### 3 Rating Categories

Does Not Meet Expected Growth  
Meets Expected Growth  
Exceeds Expected Growth



# Ratings

- **Teachers**  
6 separate ratings to help teachers grow each year

# Status

- A single overall status that is determined once a teacher has **three years of growth data** to populate 6 or 8
- Categories for Status
  1. **In Need of Improvement**
  2. **Effective**
  3. **Highly Effective**

# Status and Standard 6

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- An educator receives an effectiveness **status** only once she has **3 years of data** on standards 6 or 8
- A **3-year rolling average** of growth data from standards 6 or 8 is used as part of determining overall **status**

# 3-Year Rolling Average Teacher



Rating from  
**2 years**  
ago

Rating from  
**1 year**  
ago

Rating from  
**this**  
year

<b>Standard 6</b>	<b>Standard 6</b>	<b>Standard 6</b>
<b>1.0</b> Met Expected Growth	<b>0.8</b> Did not meet Expected Growth	<b>1.2</b> Met Expected Growth

$$\frac{1.0 + 0.8 + 1.2}{3}$$

$$= 1.0$$

**Met Expected Growth**  
3- year average rating on  
standard 6 for  
determining **status**

**Note:** A similar methodology applies to principals as well.

# North Carolina Educator Evaluation System Evaluation Summary Sheet

**Name:** Martha Washington  
**LEA:** Freedom County Schools  
**Overall Status:** In Need of Improvement

**School:**  
**Licensure:**

Independence Elementary School  
 Career-Status



## Standard One: Teachers demonstrate leadership.

Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
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## Standard Two: Teachers establish a respectful environment.

Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
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## Standard Three: Teachers know the content they teach.

Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
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## Standard Four: Teachers facilitate learning for their students.

Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
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## Standard Five: Teachers reflect on their practice.

Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
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## Standard Six: Teachers contribute to the academic success of students.

\* Only three-year rolling average is used to determine overall status \*

Year One (2009 - 2010)			Year Two (2010 - 2011)			Year Three (2011 - 2012)			Three-Year Rolling Average *		
Individual Student Growth: -1.8 School-wide Student Growth: .1 Year One Growth: -1.23			Individual Student Growth: 1.2 School-wide Student Growth: .9 Year Two Growth: 1.11			Individual Student Growth: .7 School-wide Student Growth: .9 Year Three Growth: .76			.21		
Does not meet expected growth	Meets expected growth	Exceeds expected growth	Does not meet expected growth	Meets expected growth	Exceeds expected growth	Does not meet expected growth	Meets expected growth	Exceeds expected growth	Does not meet expected growth	Meets expected growth	Exceeds expected growth

**Overall Status:**

**In Need of Improvement**

**Effective**

**Highly Effective**

# 1. Training

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**Educators may use the North Carolina Educator Evaluation System without training.**

A. True

B. False



## 2. Orientation



Within \_\_\_\_\_ weeks of a teacher's first day of work, orientation on the N.C. Educator Evaluation System (NCEES) must be provided.

A. One

C. Three

B. Two

D. Four

# 3. Self Assessment

---

**Teachers should complete  
a self-assessment:**

- A. Every year
- C. Within the online tool
- B. By themselves
- D. All of the Above

# 4. Pre- Observation Conference

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**Pre-Observation conferences are required:**

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- C. Only with beginning teachers
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## Formal observations must be:

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- B. At least 20 minutes in length
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**Post-observation conferences  
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- C. All of the above

# 7. Summary Rating Form



**The summary ratings must be an average of the notations on a teacher's rubric from throughout the year.**

A. True

B. False

# 8. The PDP

---



**Which resources contribute to the development of the PDP:**

- A. completed self assessment
- B. school data
- C. district initiatives
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# 9. Probationary Teachers

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- A. Developing
- B. Proficient
- C. Accomplished





North Carolina

# EDUCATOR

EVALUATION SYSTEM

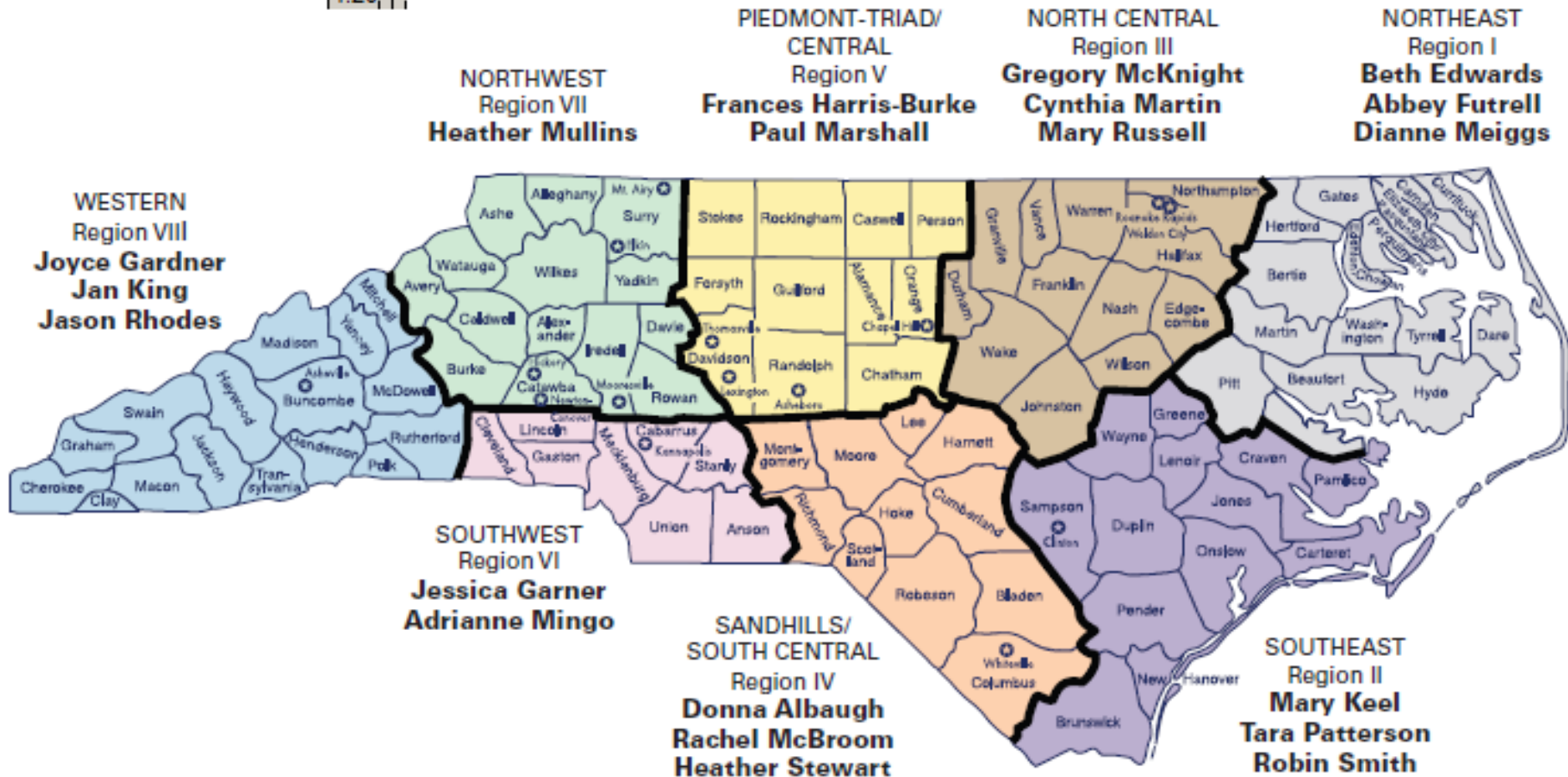
Demo

Username:

Password:

**WARNING: Demo Data Only**  
All data entered into this site is for demonstration purposes only and will not be saved.

# NORTH CAROLINA PROFESSIONAL DEVELOPMENT LEADERS



PUBLIC SCHOOLS OF NORTH CAROLINA

State Board of Education | Department of Public Instruction

Educator Recruitment and Development | [www.ncpublicschools.org/recruitment](http://www.ncpublicschools.org/recruitment)

Updated 05/12

# Additional Resources:

- <http://ncees.ncdpi.wikispaces.net>



Public Schools of North Carolina  
State Board of Education  
Department of Public Instruction

- Wiki Home
- Pages and Files
- Members
- Recent Changes
- Manage Wiki

## Welcome

### Learning Resources

NCEES Tutorials for  
Administrators  
How-to-Guides  
PPTs for Administrators  
Archived Webinars

### Policy and Procedures

SBE Policies  
Superintendents  
Principals and Assistant  
Principals  
Central Office Administrators  
Teachers

## ☆ NCEES Wiki

Welcome to the North Carolina Educator Evaluation System Wiki.

**NOTE: This is an open wiki. Information is available to all. Membership is not required. If you are prompted to join, simply dismiss that pop up.**

**This wiki has been created to help users become more familiar with the policies and practice of the use of the online evaluation tool. Users will be able to locate upcoming and archived webinars, SBE policies, tutorials and additional resources.**

**The 2012-13 school year is now live on the NCEES system.**

**You will note the following improvements:**

1. [Record of Teacher Activity](#) form is now automatically created for all teachers.
2. Record of Teacher Activity form is now accompanied by a ["refresh"](#) icon, this icon is only viewable by administrator class accounts. This allows administrators to remove all text and signatures added to this form, comparable to their previous ability to "delete", without actually removing the form from the system.
3. There is a limit of one Summary Rating Form per teacher, per year.
4. The school year "drop down" under the Teacher Observation Manager has been moved from the top right hand side of the interface, to the left hand side, above the staff list. This mirrors the interface found under the Principal Evaluation System.
5. Teachers will receive a warning message if they attempt to create a Preliminary Professional Development plan if a roll over Professional Development Plan form exists for them.
6. A rollover Professional Development Plan for the next year will be automatically created when the current year Summary Rating Form is signed /completed.
7. Stand alone Professional Development Plans (not affiliated with a Summary Rating Form) are no longer a form available for creation by a principal.
8. A rollover Professional Development Plan for the next year is automatically generated by the system and available for editing within the current school year once the Summary Rating Form is signed. It will appear below the Summary Rating Form to the right of a green arrow indicating the forms are linked. Editing is limited to the first tab of PDP until the new school year begins.
9. It is now possible to email copies of the Summary Rating Form from the Teacher Observation Manager. This is the same functionality as the current ability to email Teacher Observations.
10. The Teacher comment box on the Summary Rating form now appears grey, the same as other forms with comment boxes in the system.
11. [Mentor assignments for Professional Development Forms and Preliminary Professional Development forms](#) now appear under the correct headings when viewed under the Teacher Peer Assessment Manager.
12. Professional Development Plans now have a more straightforward naming convention (i.e., Professional Development Plan for 2012-13, Preliminary PDP for 2012-13) rather than the "based-on" naming convention.

1 kim.simmons | My Wikis | Help | Sign Out

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# Contact Information



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